

Date of Hearing: January 29, 2008

Committee: House Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: H.B. No. 2030, Non-School Hour Programs: Appropriations

Purpose: Appropriates funds to non-school hour programs for youth enrolled in school.

Department's Position: The Department of Education (Department) strongly supports this Bill, recognizing the importance of continuing the establishment of safe and structured learning environments for school-age children during non-school hours.

To this end, the Department has collaborated with the Departments of Human Services and Parks and Recreation, Hawaii State Student Council, and community agencies for program planning, implementation and evaluation of non-school hour programs and will continue this collaboration should the Bill be funded.

The Department strongly urges passage of this Bill, as it is one of the Board of Education's budget priorities.



STATE OF HAWAII  
DEPARTMENT OF HUMAN SERVICES

OFFICE OF YOUTH SERVICES  
820 Millilani Street, Suite 817  
Honolulu, Hawaii 96813

Phone: (808) 587-5700  
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January 29, 2008

TO: The Honorable Roy M. Takumi, Chair  
House Committee on Education

The Honorable Maile S. L. Shimabukuro, Chair  
House Committee on Human Services and Housing

FROM: Martha T. Torney, Executive Director

**SUBJECT: HB 2030, RELATING TO SCHOOL-AGE CHILDREN**  
Hearing: Tuesday, January 29, 2008, 8:40 am  
State Capitol, Conference Room 225

**POSITION:**

The Office of Youth Service (OYS) recognizes the importance of structured programs and activities during the non-school hours for children and youth to prevent or reduce the risk of delinquent and problem behaviors and to establish and strengthen protective factors for those children and youth. The OYS has supported such activities through its funding of community-based agencies and programs that strive to establish safe, nurturing environments during non-school hours to develop competencies that enable them to achieve successful transition to young adulthood.

The OYS is currently funding ten (10) agencies to provide non-school hour programs for youth statewide with funding appropriated by Act 281/SLH 2006. The funded programs include a variety of activities, including home work assistance, video and music projects, fitness activities, interpersonal skills trainings, community service opportunities and intergenerational mentoring. The OYS collaborated with the Department of Education and City and County of Honolulu Parks and Recreation to plan for implementation of services.

Testimony of the Office of Youth Services on HB 2030  
For the House Committee on Education and  
House Committee on Human Services and Housing  
January 29, 2008  
Page 2

We appreciate the over-all concept of this bill as it includes initiatives supportive of our goals and objectives, but we are concerned about the cost implications generated by this proposal.

Thank you for the opportunity to present this testimony.

DATE: January 29, 2008  
TIME: 8:40AM  
PLACE: Conference Room 329

**Testimony By Jim Shon, Executive Director - HiTech Quest  
Before the House Committees on Human Services and Housing, and  
Education**

**RE HB 2030 RELATING TO SCHOOL-AGE CHILDREN**

**HiTech Quest Supports this bill.**

For a number of years HiTech Quest has been involved in facilitating project-based learning in Hawaii's schools. (Please see attached sheet for a summary of our activities.) We have observed that the time and financial constraints on schools inhibits efforts to bring innovative programs to students that are often best delivered outside of the traditional school scheduled day.

Recently, the State of Hawaii embarked on an ambitious effort to promote Science, Technology, Engineering and Math (STEM) in our public schools and college campuses. In order for this to bear real fruit in the near term, there is the need for an agency to facilitate, coordinate, and broker the partnerships between schools, colleges, client organizations, and the business community.

HiTech Quest is currently exploring opportunities to incorporate project based learning into the Senior Project, as well as to assist in the State's efforts to promote STEM learning.

Any additional resources that can enable our schools to add these innovative educational strategies to the school curriculum and to engage a larger percentage of students is to be commended.

We would suggest that one important strategy for limited funding is to focus on those schools that already have thematic academies to encourage their further development and enhancement.

A recent report by the Hawaii Educational Policy Center on the teacher shortage includes a comprehensive list of hard to staff schools. These should also be considered in targeting your resources.

Thank you for the opportunity to testify.  
Jim Shon

## **About HiTech Quest**

**Over the past five years** HTQ has sponsored more than 250 projects involving 649 students from 33 schools (public, private and home school). More than \$100,000.00 in scholarship money and software prizes has been awarded in recognition of the student's accomplishments.

### **The 2007 HiTech Quest Strategic Plan calls for:**

- Recruiting Teacher Coordinators with Project Learning Teams
- Coordination and execution of HTQ Project Showcase Technology-focused enrichment programs to enable youth to develop additional skills that will enable them to be successful in the technology industry.
- The technology-focused enrichment programs will challenge students to develop additional technical skills. Because the programs are project-based in a real-world context, the participants develop an understanding of what will take to be successful in a career in this highly competitive, ever changing industry.

**In this context HiTech Quest** serves as a “case manager” to facilitate partnerships between businesses, sponsors and foundations willing to invest in education, client organizations needing a service, a teacher with a student project learning team, and a business mentor for the learning team. Specifically, HTQ provides:

- Administration support and technical assistance for Project Learning Teams in High Schools
- Recruiting & coordination for Volunteer Business Mentors
- Funding for Teacher Coordinators
- Recruiting client organizations and sponsor organizations
- Recruiting Teacher Coordinators with Project Learning Teams
- Coordination and execution of HTQ Project Showcase
- 

### **For High School Teachers and Learning Teams, HiTech Quest Provides**

- Project-based, real-world, hands-on educational experiences
- Ties to local business community – the viability of a career in Hawai'i
- Leadership skills in technology
- Teacher Training in project-based learning strategies and techniques
- Additional income
- Investment in technologies and capabilities for the classroom
- Opportunities for after school and vacation engagement

**A non –profit organization whose mission is to use contextual and project-based learning experiences in conjunction with the secondary education and business communities to help build a strong technology workforce in Hawaii.** 2

**Testimony in Favor of HB 2030 – Relating to School-Age Children**

Tuesday, January 29, 2008

8:40 am Conference Room 329

To: House Committee on Human Services and Housing  
Rep. Maile Shimabukuro, Chair

House Committee on Education  
Rep. Roy Takumi, Chair

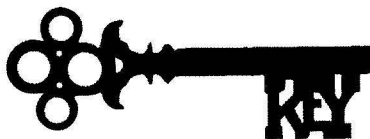
Fr: Alan Shinn  
Executive Director  
Coalition For A Drug-Free Hawaii  
1130 N. Nimitz Hwy, Suite A259  
Honolulu, HI 96817

This testimony is being submitted in favor of HB 2030 – Relating to School-Age Children. Many parents and educators recognize that children and adolescents need safe places to spend non-school hours that reinforce academic learning and develop skills not addressed in school. In addition, after school programs can counteract the negative environmental factors such as alcohol, tobacco and other drug use, crime, and early aged sexual activity that contribute to the youth's lack of opportunities and ability to learn.

Our agency has used funding from the 2007 session bill to implement unique, gender specific afterschool programs at Kahuku Middle and Moanalua Intermediate Schools for some 50 adolescent girls utilizing a best practice program called *Girls' Circle*. We feel the programs have been effective and well received by the schools, students and their parents.

The bill also provides mechanisms to encourage cooperation and collaboration between DOE, OYS, and Department of Parks and Recreation through shared funding sources and annual meetings.

HB 2030 gives our children, parents, school personnel and other community members resources to positively address unsupervised time for children and adolescents. Thank you for your support.



## Kualoa-He'eia Ecumenical Youth Project (KEY)

47-200 Waihee Road • Kaneohe, Hawaii 96744 • 239-5777 [www.keyproject.org](http://www.keyproject.org)

January 27, 2008

Rep. Maile Shimabukuro, Chair, House Committee on Human Services & Housing  
Rep. Roy Takumi, Chair, House Committee on Education  
(via email to: [HSHtestimony@Capitol.hawaii.gov](mailto:HSHtestimony@Capitol.hawaii.gov))

Testimony: Supporting House Bill 2030 "Relating To School-Aged Children"; HSH/EDU  
Committee(s) hearing of 1/29/08, Conf. Rm. 329, 8:40 am

Aloha Chair(s) Shimabukuro and Takumi/Committee Members:

Mahalo for the opportunity to provide testimony in strong support of HB2030, currently before your joint committees. I am unable to provide testimony in person as I am out-of-state. HB2030 and a similar Senate measure (SB2242 – "Relating to Non-School Hours") both aim to provide crucial, continued support for such programming for youth. Both prescribe a process involving coordinated leadership/dissemination of funds via the State Dept. of Education, County Parks & Recreation departments, and the State Office of Youth Services - a smart inter-governmental approach that effectively replicates the multi-layered jurisdictions within which communities operate state-wide.

Launched last year, this legislative-driven initiative provides essential focus on the importance of programs that are "online" during critical hours when schools are "offline" and youth are least likely to be engaged by primary institutions. The lack of same along with obstacles such as transportation (an allowable line item, identified by n the associated RFPs), are acknowledged as "risk factors" for youth. Continued legislative support, on the other hand, will tilt that equation in favor of positive alternatives needed for this vulnerable age bracket.

Our non-profit organization serves youth in the context of family and community in northern Ko`olaupoko. As such, we are one of two entities whose missions have been supported by such Legislative direction (via the Office of Youth Services) during the past year. The timing of legislative support is much appreciated, especially as our own strategic program planning has resulted in the recognition that our "best" work is likely to be focused on evening, after-school and intersession hours. We know that our "drop-in" activities are already making a real difference, engaging both male and female/pre-teen and teen participants in our neighborhood(s). We sincerely hope that you will consider the importance of continuing support for this kind of positive intervention.

Mahalo,  
John L. Reppun, Executive Director

To: House Education Committee  
From: Malcolm Kirkpatrick  
In re: HB2030.

Please oppose HB2030.

*Section 1. Nationally, nearly two-thirds of school-age children are in homes where both parents work, but few communities have a comprehensive system that provides before and after-school care for children.*

Female labor force participation is a function of tax rates. It is the legislature's generosity to service providers and contractors to the State which drives both parents into the workforce and deprives children of their most effective caregiver.

*Statistics show that the rates of juvenile crime, drug use, and experimentation with tobacco, alcohol, and sex increase among unsupervised older children during non-school hours.*

*The legislature further finds that there is widespread agreement that it is important to establish safe and structured learning environments for school-age children during non-school hours.*

Your informants mislead you. In Hawaii between 1987 and 1997 juvenile arrests fell in summer, when school was not in session. See attached tables and graphs.

Juvenile hospitalizations for human-induced trauma fell.

*SECTION 2. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2008-2009 for non-school hour programs for kindergarten through twelfth grades for the department of education.*

Why is this "for the Department of Education"? Homeschooled children and students in independent or parochial schools are as much "the public" as are students in the HSTA/HGEA/UPW cartel's schools (the "public" schools).

*SECTION 3. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2008-2009 for the office of youth services for non-school hour programs for children and youth enrolled in school.*



Why the restriction "for children and youth enrolled in school"? Homeschooled children are as much "the public" as are students enrolled in school.

*SECTION 4. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2008-2009 for non-school hour programs for children and youth enrolled in school.*

Again, why the restriction "for children and youth enrolled in school"? Homeschooled children are as much "the public" as are students enrolled in school.

Please consider the attached comment on schooling by Marvin Minsky.

# Schools and Crime

## Simple Assault, Juvenile Arrests by Month City and County of Honolulu

Month/Year	1992		1993		1994	
	male	female	male	female	male	female
Jan	49	30	48	18	64	24
Feb	103	19	63	40	75	19
Mar	67	33	77	27	64	23
Apr	76	41	85	55	96	21
May	106	23	78	27	72	30
June	55	7	29	11	48	20
July	29	3	59	17	22	9
Aug	16	5	17	11	22	3
Sept	121	20	104	40	94	25
Oct	93	35	115	27	62	29
Nov	61	14	77	38	67	29
Dec	76	18	55	22	56	23
<b>School</b>	<b>84.5</b>	<b>26.87</b>	<b>80.9</b>	<b>48.7</b>	<b>74.25</b>	<b>25</b>
<b>Non-school</b>	<b>33.3</b>	<b>5</b>	<b>35</b>	<b>13</b>	<b>30.67</b>	<b>11</b>

## Aggravated Assault, Juvenile Arrests by Month City and County of Honolulu

Month/Year	1992		1993		1994	
	male	female	male	female	male	female
Jan	56	7	27	5	35	2
Feb	2	2	16	2	43	8
Mar	17	2	23	2	17	4
Apr	111	3	25	6	54	9
May	62	3	33	2	21	11
June	44	1	30	1	20	2
July	24	2	33	2	20	1
Aug	27	9	54	4	12	0
Sept	47	5	44	5	27	3
Oct	36	5	11	2	11	3
Nov	28	3	10	17	16	1
Dec.	35	4	23	3	13	1
<b>School</b>	<b>45</b>	<b>3.75</b>	<b>24</b>	<b>5</b>	<b>28</b>	<b>5</b>
<b>Non-school</b>	<b>32</b>	<b>4</b>	<b>39</b>	<b>2</b>	<b>17</b>	<b>1</b>

School = Sept.- Nov. + Jan. - May.

Non-school = June - Aug.

Source: J.Richmond, Office of the Attorney General, State of Hawaii.

## Schools and Crime

Reported Burglaries by Month  
City and County of Honolulu

Month/Year	1992	1993	1994
Jan	724	733	803
Feb	729	746	806
Mar	713	886	818
Apr	782	765	739
May	738	822	801
June	752	757	845
July	711	803	995
Aug	720	757	795
Sept	773	698	809
Oct	772	760	888
Nov	789	710	876
Dec.	903	859	843

School	752	786	818
Non-school	728	772	878

Reported burglaries, 1995, by County by month

Month	Honolulu	Hawaii	Maui	Kauai	Total
January	922	138	157	46	1,263
February	853	115	108	40	1,116
March	962	152	113	34	1,261
April	810	133	106	43	1,092
May	872	135	108	47	1,162
June	739	130	117	62	1,048
July	856	104	137	58	1,155
August	819	142	156	36	1,153
September	865	134	160	42	1,201
October	802	125	128	40	1,095
November	765	99	159	69	1,092
December	862	161	147	24	1,194
Total	10,127	1,568	1,596	541	13,832

School	856.38	128.88	129.88	45.125	1,327.25
Non-school	804.66	125.33	136.67	52	1,169.67

Oahu Drug Arrests by month. 1994

	Possession				Manufacture/sale			
	Adult	Percent	Juvenile	Percent	Adult	Percent	Juvenile	Percent
January	121	8.4	20	7.2	26	6.9	3	11.1
February	111	7.7	25	9	54	14.2	2	7.4
March	117	8.1	42	15.1	39	10.3	1	3.7
April	146	10.1	26	9.4	48	12.7	6	22.2
May	129	9	22	7.9	34	9	3	11.1
June	143	9.9	10	3.6	24	6.3	4	14.8
July	123	8.5	12	4.3	29	7.7	0	0
August	128	8.9	2	0.7	22	5.8	0	0
September	119	8.3	23	8.3	17	4.5	3	11.1
October	118	8.2	39	14	32	8.4	3	11.1
November	83	5.8	33	11.9	32	8.4	0	0
December	101	7	24	8.6	22	5.8	2	7.4
School mean	118	8.2	28.75	10.35	35.25	9.3	1.625	9.71
Non-school	131.3	9.1	8	2.86	25	6.6	1.3	4.9

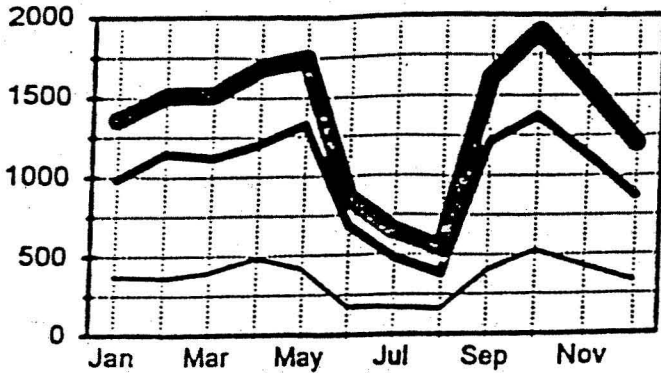
School mean data = September through November plus January through May.

Non-school mean data = June through August.

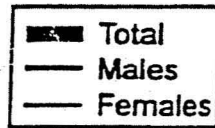
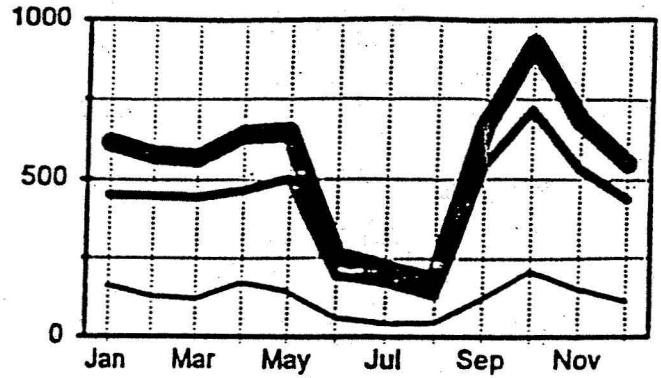
Source: State Attorney General's Office.

## Juvenile Arrests by Month, State of Hawaii, 1987-1997 (Continued)

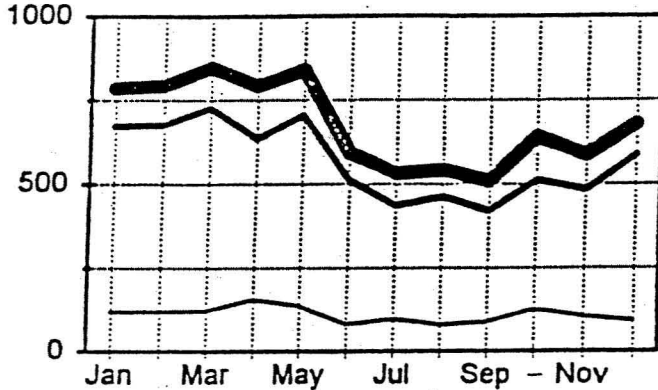
**Chart 45. Part II Violent Arrests**



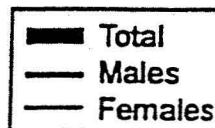
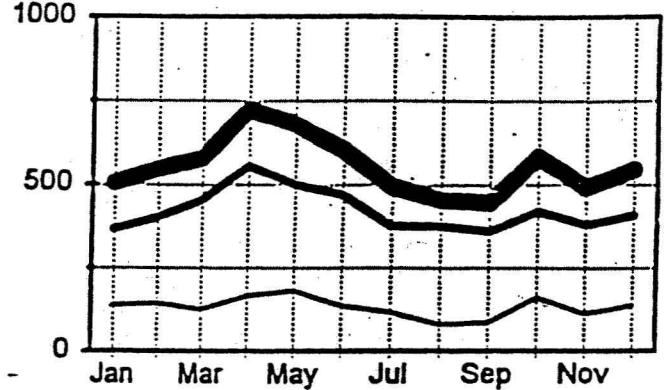
**Chart 46. Drug Violation Arrests**



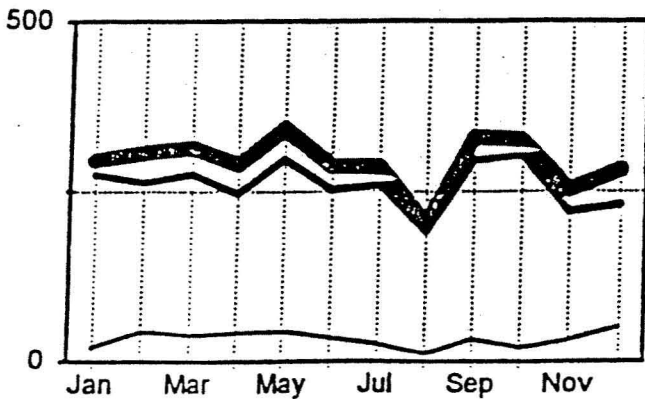
**Chart 47. Part II Property Arrests**



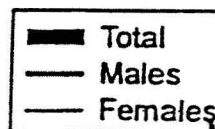
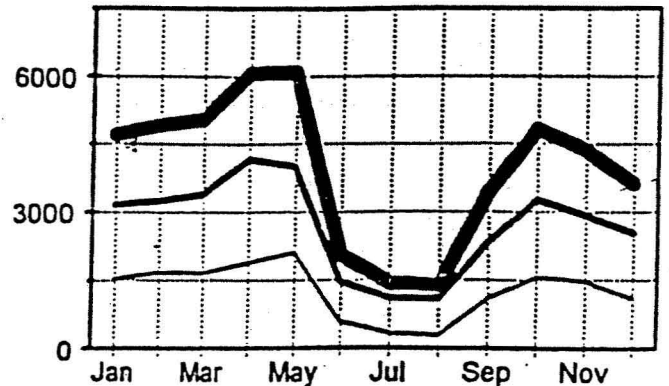
**Chart 48. Alcohol-Related Arrests**



**Chart 49. Index Violent Arrests**



**Chart 50. Arrests for "Other" Offenses**



## Marvin Minsky Comment on Schooling

Communications of the ACM (July 1994) p. 26

**(Interviewer):** ...For an older student in a conservatory, we can imagine having to study Gregorian chants for a few months before getting any highly (positive) feedback. But in the case of a five-year-old child learning piano or composing, we cannot depend only on delayed feedback or abstract feedback.

**Minsky:** I'm afraid that's true, at least for most young children, but the evidence is that many of our foremost achievers developed under conditions that are not much like those of present-day mass education. Robert Lawler just showed me a paper by Harold Macurdy on the child pattern of genius. Macurdy reviews the early education of many eminent people from the last couple of centuries and concludes (1) that most of them had an enormous amount of attention paid to them by one or both parents and (2) that generally they were relatively isolated from other children. This is very different from what most people today consider an ideal school. It seems to me that much of what we call education is really socialization. Consider what we do to our kids. Is it really a good idea to send your 6-year-old into a room full of 6-year-olds, and then, the next year, to put your 7-year-old in with 7-year-olds, and so on? A simple recursive argument suggests this exposes them to a real danger of all growing up with the minds of 6-year-olds. And, so far as I can see, that's exactly what happens.

Our present culture may be largely shaped by this strange idea of isolating children's thought from adult thought. Perhaps the way our culture educates its children better explains why most of us come out as dumb as they do, than it explains how some of us come out as smart as they do.